

NEW GRADED COURSE IN HANDWRITING

SECOND YEAR

BY

G. C. LISTER

DIRECTOR OF PENMANSHIP, MAXWELL TRAINING SCHOOL
FOR TEACHERS, BROOKLYN, N. Y.

NEW YORK

THE MACMILLAN COMPANY

MCMXXIX

All rights reserved

Copyright, 1917, 1928, by The Macmillan Company

INTRODUCTION

The purposes and aims of this book are to present the beginning steps in the teaching of arm movement writing in such a manner as to make them serve as the foundation for the more technical training outlined in the later books of the series and at the same time to serve as a means of expression soon after the children enter school. In the preparation of these lessons it is recognized that the children of the primary grades should not be required to practice writing exercises that are very precise or require great steadiness of control.

The chief features may be stated briefly as follows:

1. Letter formation is made easy and interesting through a constructive process, going from the practice of simple, basic elements to the formation of the various letters of the alphabet and the writing of many easy words well known to children.
2. Through the study of the large, free forms and practice in writing them at the blackboard and at the desk, children may be taught in a comparatively short time how to write all the important letters and many easy words, without becoming inoculated with the finger movement habit.
3. Rhythmic motion and intelligent thought in connection with letter formation may be stimulated by descriptive "commands," or "cues." A complete system of these commands is furnished in the *Teachers' Manual*.
4. Through the method of retracing that is suggested, the children are made to know how it feels to make the movements required to produce the various letter forms.
5. By associating the large, clear forms for visualization, study, and practice at the blackboard and desk, it is made convenient to employ either, or both, of these methods at any time.
6. A definite plan of developing these lessons, the result of successful classroom experiment, is furnished.

C. C. LISTER

STANDARD CAPITAL LETTERS

A B C D E F G H
 I J K L M N O P
 R S T U V W X Y Z

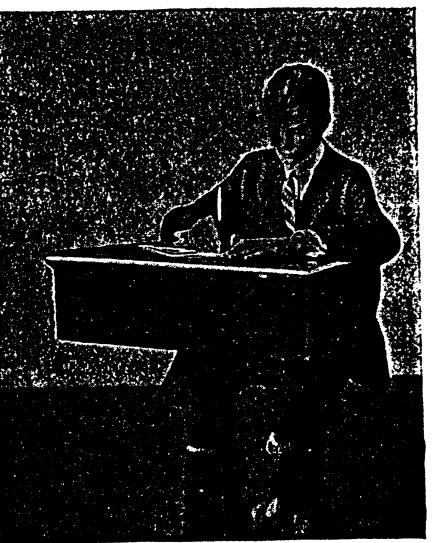
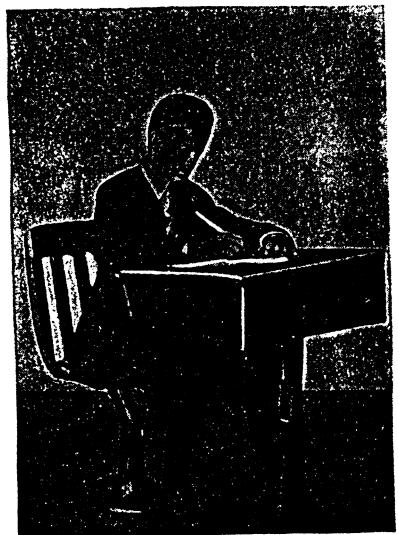
STANDARD SMALL LETTERS AND FIGURES

a b c d e f g h i j
 k l m n o p q r
 s t u v w x y z
 1 2 3 4 5 6 7 8 9 0

POSTURE

The aim should be to train children to sit in healthful, comfortable positions.

They should sit in the middle of their seats and as far back as possible. They should face straight forward across the desks, not at an angle. The feet should rest flat on the floor. During the first few days frequent posture drills will do much to interest the children in good posture. These drills should be brief; one or two minutes two or three times a day are sufficient. Since children are close imitators, they should have their attention directed to the illustrations on this page.



PART ONE

MOVEMENT EXERCISES

These exercises will be found useful in training children to use the arm movement in handwriting and to respond to concert drill. They should be practised on the blackboard and on paper.

Exercise No. 1.—For blackboard practice, the teacher should make a line or two of the exercise about twenty inches long for each pupil. The pupils should trace the teacher's copy, swinging back and forth to the phrase *over and back, over and back, etc.* or *right, left.*

Exercise No. 2.—Count *under and back, under and back, etc.* Following the tracing the pupils should make the exercise two or more times below the tracing.

When practising these exercises on paper the children should swing at least halfway across the page.

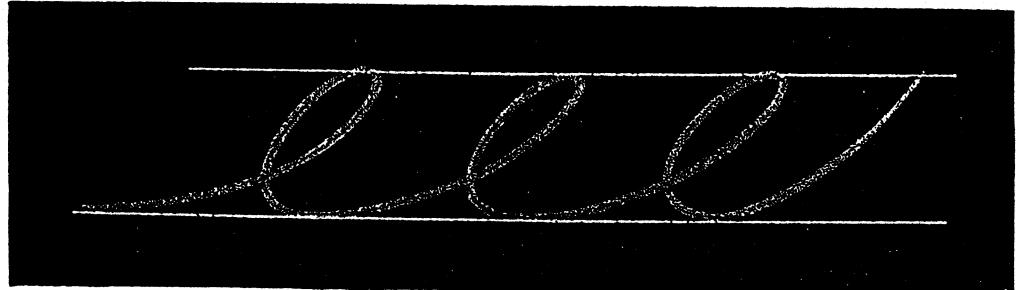
Exercise No. 3.—Count *round o glide, round o glide, round o finish.*

1

2

3

7



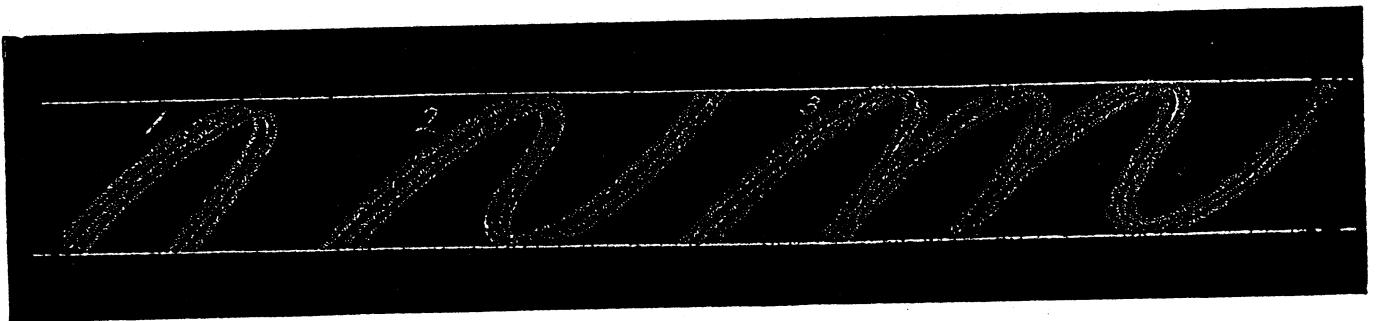
up again, make the top round, and finish upward. Then trace the copy several times while the children join the teacher in saying *up round up round up round up*. These phrases should be repeated just rapidly enough to produce a continuous movement. Following this presentation write the exercise with letters two inches high, at five or six places on the board, and select a corresponding number of children to go to the board and trace the copy while both teacher and children repeat the phrases given above. After tracing the copy six times they should write the exercise three or four times below the tracing.

The above presentation should be followed by similar practice on paper, at the desks, using the model at the bottom of this page. Give special attention to the open tops in the 'e's. After a time the count may be changed to *1-2-1-2-1-2-1*.



Review the movement exercises, page 6.

The grouping of three 'e's makes a good exercise to develop a continuous rhythmic movement. The teacher should write the exercise on the board, making the letters about four inches high. She should explain as she writes that we start upward, make the top round, go up again, make the top round, go



Review the movement exercises, page 6.

Make clear to the children through blackboard demonstration just how the *over motion* is made. See No. 1. Make it large, showing that one must begin at the line, move upward, turn at the top, and make a straight, slanting line downward to the bottom line. Lead the children to agree that when you make the form round at the top and come down to the line it should be called *over-down*.

This *over-down* should be made about two inches high, in groups of four, on the blackboard and traced by a group of children, in the manner suggested on page 6. Regulate the movement by repeating *over-down*, *over-down*, *over-down*, etc. These "cues" regulate the rhythm and stimulate right thinking while practicing.

Present the *m* and *n* in the same manner. While making *m* say *over-down*, *over-down*, *over-down*, *up*. For *n* say *over-down*, *over-down*, *up*. Follow this presentation with desk practice, using the models at the bottom of the page.

m m m m m m m

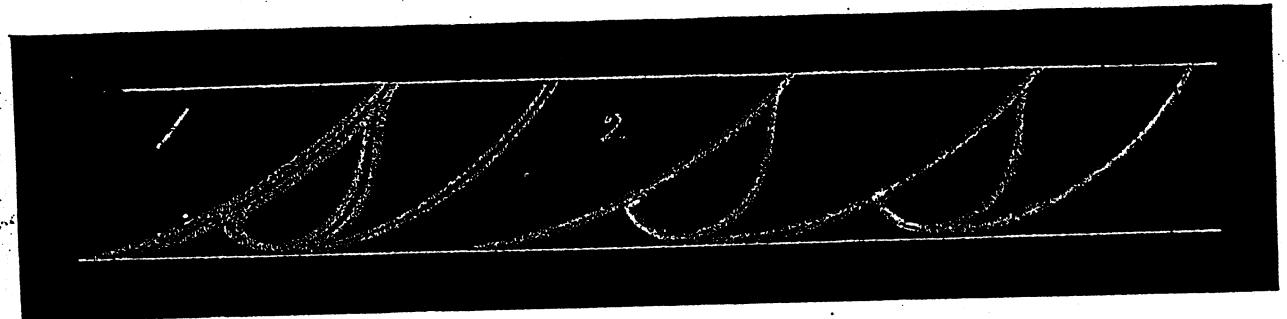
—

Review the movement exercises, page 6, and the *over-down* exercises, page 8, as applied to *m* and *n*.

Write the word *me* on the blackboard quite large. Use crayon that will produce smooth white lines. Make clear to the children that the word consists of three *over-downs* and one *up-round-up*. The children and the teacher should repeat the phrase *over-down*, *over-down*, *over-down*, *up-round-up* while the teacher traces the copy. Then five or six children should trace copies written on the blackboard by the teacher. After tracing the words several times these children should write below three or more words independent of the copy.

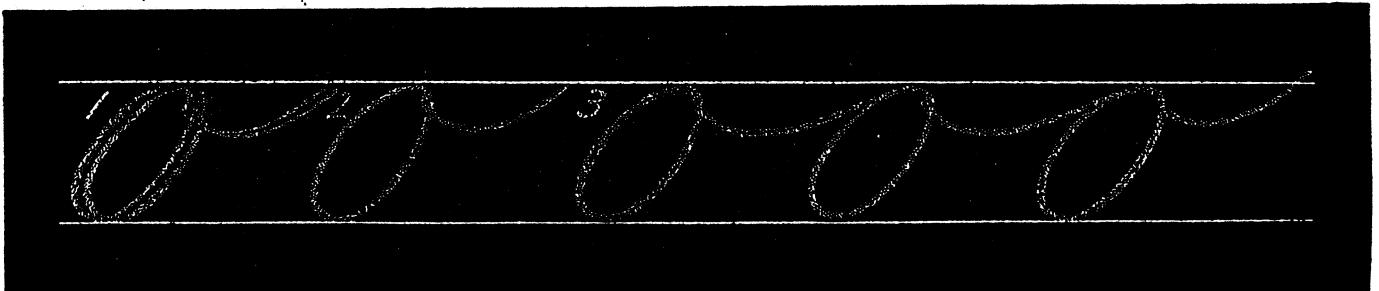
Follow the above presentation with desk practice, using the models at the bottom of the page. Encourage the use of arm movement rather than finger movement, even though the arms are raised slightly.

m m m m m m m
me me me men



The letter *s* is made with a "rocking" motion. By the time this lesson is reached the children will probably recognize the initial and final strokes of *s* as the *up* motion. But the children must be led to see that between the two up motions one must swing back to the first *up* stroke. Therefore the command should be *up-back-up* for the *s*. Make and retrace the single *s* at the blackboard and then make and retrace two or three *s*'s at the blackboard to the phrase *up-back-up-back-up*. After having a small group of children make, retrace, and then write *s*'s at the blackboard, have the class practice the exercise at the desks. Proceed in the same manner with the word *see*, using the phrase *up-back-up-round-up-round-up*.

sss sss sss sss
see see see see



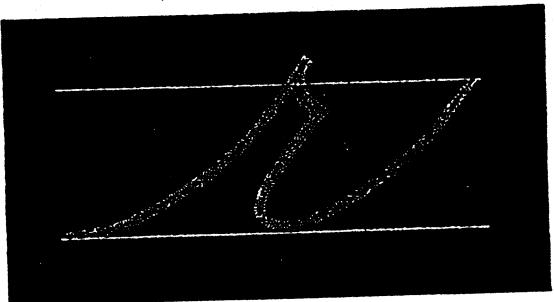
Review the movement exercises, page 6.

Present this lesson at the blackboard in the manner suggested in the preceding lessons. Emphasize the roundness of the *o* and call the stroke to the next letter *swing*, that is, *round o swing*. When presenting the group of three *o*'s it may prove interesting to call it "making the *o*'s join hands." For the group of three *o*'s, say *round o swing, round o swing, round o swing*.

The word *one* may be written to the phrase *round o, swing over down over down up round up*.

After some drill in writing the words to descriptive phrases, children should practice imitating the words in the copy without voice guidance, or to the naming of the letters, as, *o-n-e; n-o-o-n*.

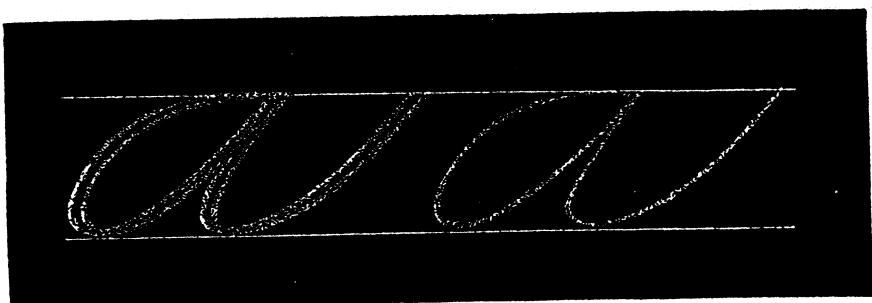
ooo ooo ooo ooo ooo
one moon moon



Write the letter *r* quite large on the blackboard. Show the children that there is an *up stroke*, a short *slant stroke*, a *down stroke*, and an *up stroke* in the letter *r*. Have the children retrace the large models written on the blackboard by the teacher and then make it independently to the phrase *up, slant down up*. Pause slightly on the first *up*, as indicated by the comma.

The words given as models, which furnish a review of *e*, *s*, *m*, and *n* may be written on the blackboard and on paper as suggested in the preceding lessons.

run sun sure
rise rise mire

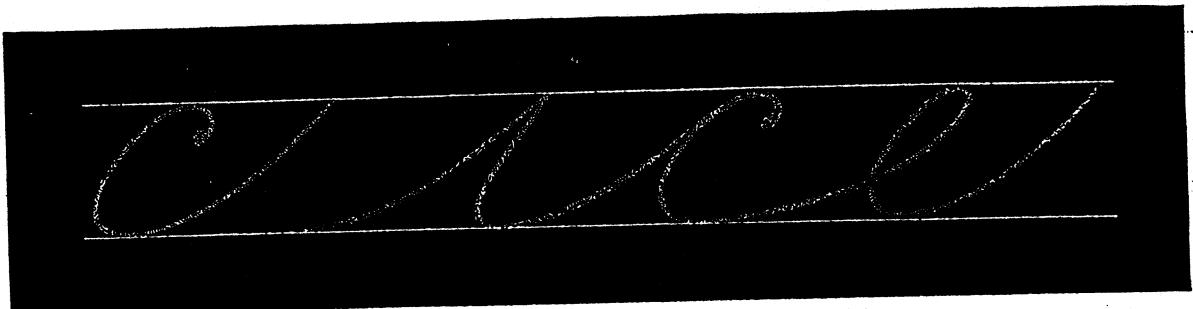


Write the letter *a* quite large on the blackboard and illustrate the movements thus: *round up, down up*. Retrace the large *a* for the class and then write a few single *a*'s.

Write models for five or six children. Have them retrace these and write several *a*'s while teacher and pupils say *round up, down up*. Interest may be stimulated by having children decide who made the best *a*. Follow this exercise by having the class make *a*'s on paper. Make a class drill of the

word *an* by saying *round up, down over down over down up*. The models given may then be practiced without voice guidance, or to the naming of the letters, as, *a-n; m-a-n; n-a-m-e*.

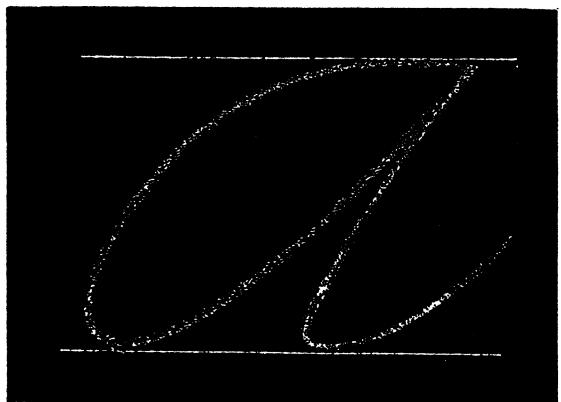
an man name



Write a large letter *c* on the blackboard. Show the children that the *c* consists of a dot, or period, and the left side of an *o*. They must think of a *dot and round and up*. Therefore it can be made and retraced and written to the phrase *dot, round up*.

Write the word *ice* quite large on the board. Retrace it and write it to the phrase *up down over dot, round up round up*. Stop slightly on the dot, as indicated by the comma. Write the model words on paper without voice guidance a few minutes, and then to the naming of the letters, as, *i-c-e; n-i-c-e; o-a-n*.

c i c e n i c e c a n c



Write a large *A* on the blackboard. Show that it is *round, then up, then down, and then up*. Trace the *A* and write it several times for the children to the phrase *round up, down up*. These words aid the children in *thinking the kind of movements to make*; and if said in correct time, or rhythm, they stimulate the use of free movement.

The sentence will provide a review of letters previously taught. The word *run* may be changed to other words, as *read, walk, write, sing, etc.*

a a a a a a a
A man can run.

Write quite large forms of the letters *a*, *t*, and *d* on the blackboard. Show the children that the bottom of the *d* is like the *a*, and that the top of the *d* is like the *t*.

Review the *a*. Make the *t* to the phrase *up tall, down up, cross*. Make the letter *d* to the phrase *round up tall, down up*. When writing the model words, it is advisable to have a few children trace the teacher's models at the board while others write on paper. The writing on paper should be as large as the models or larger.

The chief aims are a concept of letter forms and as much freedom as possible.

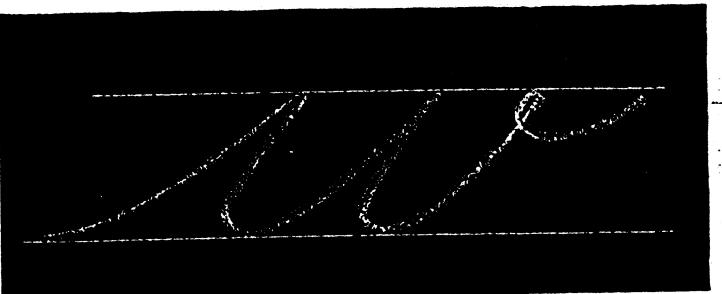
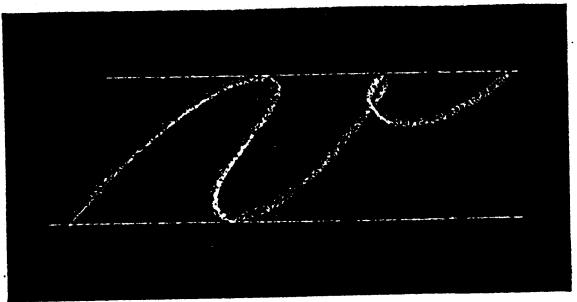
a a a t t t d d d
ate did cat and

Review the movement exercises, page 6.

The purpose of this lesson is to combine the letters taught on pages 9 and 16. The words *me* and *men* should be reviewed, also the letters *t* and *d*.

Write the words *time* and *dime* quite large on the blackboard. Give special attention to the crossing of the *t* and the dotting of the *i*'s. Emphasize the roundness in the top of *m*, the point at the top of *i*, and the open loop in the *e*. Make the *t* and *d* twice as tall as *ime*.

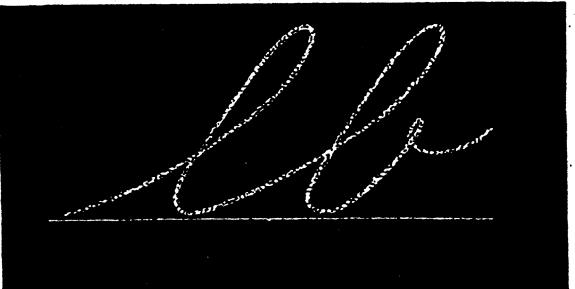
me me me men
t time d dime d



The first parts of the letters *v* and *x* are made like the last part of *m*. The children should be shown this by writing the forms quite large on the blackboard. "The blackboard is the teacher's magnifying glass."

Children may be directed in making *v* by saying *over down up, swing*; and the *x* by saying *over down up, cross*. Cross the *x* in the center. When writing the word *mix* the last part of *m* and the first part of *x* should be alike; and when writing *vine* the first part of *v* and the last part of *n* should be alike.

v v v v v x x x x
mix wax vine



Write the letters *l* and *b* quite large on the blackboard. Call these the big letters or the tall letters to distinguish them from the short letters. Show the children that the *l* and the first part of *b* are alike, and that the last part of the *b* is like the *v* in the preceding lesson. Have a few of the children trace these letters at the board. The *l* may be made to the phrase *up round down up*, and the *b* to the phrase *up round down up, swing*. The *l* may also be made to the count *1-2-1*, and the *b* to the count *1-2-3, swing*.

When writing on the paper make the *l* and *b* a full space high and the small letters a half space high.

ll ll will ball

Review the capital *A* as taught on page 15.

Count *round up, down up*, or count 1-2, 3-4. An interesting way to practice the sentence is to have the children make a line of capital *A*'s and mark their best-written *A*. In like manner write a line of each word and mark the best word. Finally write the complete sentence with the attempt to write all the words as well as the selected words.

After practicing this sentence for a time, new sentences may be made by substituting for *buzz* the words *sting* or *fly* or *work* or *eat*.

a a a a a a

A bee will buzz.

FIGURE PRACTICE

It is supposed that by the time the children reach this lesson they will know the forms of all the figures. But they will need practice in making them. Direct attention to these facts: That the 2, 3, and 7 are begun in the same way — with a dot or a tiny down stroke; that the bottoms of 2 and 4 are alike; that the bottoms of 3 and 5 are alike; that the 8 is begun like a letter *s*; that the last part of 4 is taller than the first part; that 4 and 6 are taller than the other figures; that the 7 and 9 are finished below the line; and that the 9 is a combination of a letter *a* and a figure 1. These facts will prove interesting to the children. Write the figures in columns. This will begin the habit of orderly arrangement of figures.

1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0

First practice writing the difficult combinations: *ba* which occurs in the word *ball*, *wi* which occurs in the word *will*, and *ro* which occurs in the word *roll*.

It is suggested that a few children might write the sentence on the blackboard while the remainder of the class write it on paper. When writing on paper the capital *A*, the *b*, and the *l*'s should be made a full space high and the short letters a half space high. After practicing writing this sentence for a time, substitute the word *bounce* for the word *roll* to provide a change.

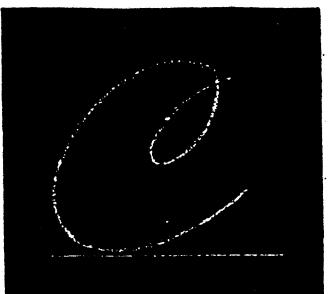
ba ba wi wi ro

A ball will roll.

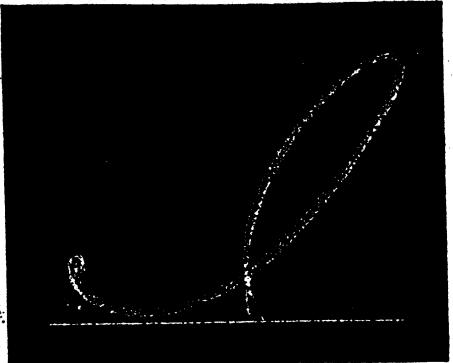
Write a large capital *C* like the one shown here, on the blackboard. Write it slowly, saying, as you do so, *down up round up*. Trace it several times to the repetition of this phrase; then write one or more capital *C*'s. Point to the fact that the loop is brought down about half the height of the letter.

Write model *C*'s on the board for four or five children. Have the children retrace these and then write other *C*'s while teacher and pupils repeat the descriptive phrase suggested. Have the children decide who wrote the best *C*.

Follow this presentation with desk practice by the entire class. Make the *C*'s one full space high, as shown in the models. Write the names of any children in the class whose names begin with capital *C*.



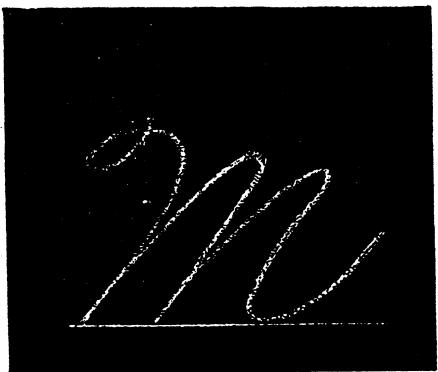
C C C C C C C C
Clare Celia Carl



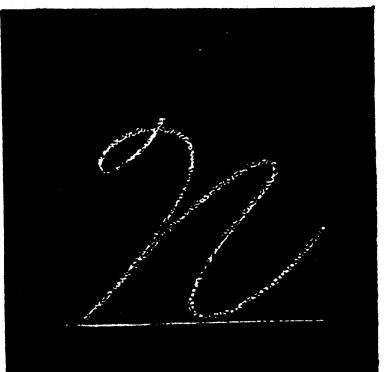
Proceed as directed on page 23. While writing the model on the blackboard say *up down, swing; up down, swing*. Suit the action to the words. Have one or more children go to the board and trace model *I*'s written by the teacher. Follow this presentation with desk practice.

Develop the sentence in the manner suggested on page 21. After practicing the model sentence, variety may be furnished by changing *run a race* to *to make an I, sing a song, read a book, etc.*

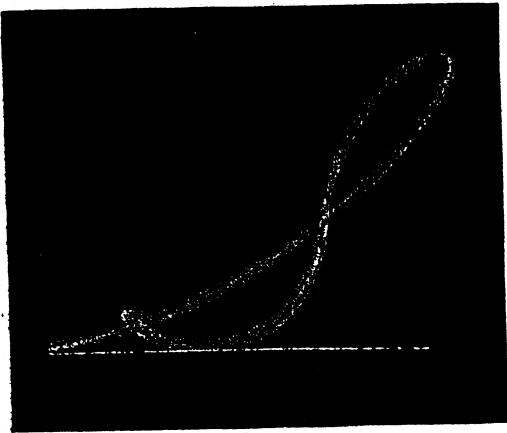
I I I I I I I I
I can run a race.



Present the capitals *M* and *N* at the blackboard in the manner suggested in the preceding lessons. At first use these descriptive phrases: for capital *M* say *down over down, over down over down up*. Say this rather quickly, but pause on the second *down*, as indicated by the comma. This descriptive phrase may be changed later to a count of *1-2, 3-4*. For the capital *N* say *down over down, over down up*. After practicing the models write other names beginning with capital *M* and *Monday, May, March*.



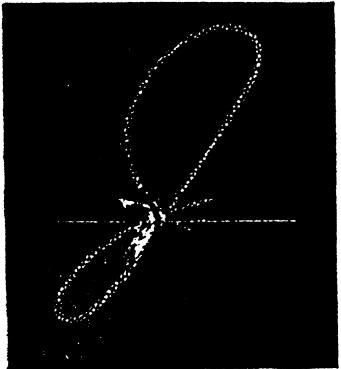
M M M M M N N N N
Marie Martha N



Present the capital *S* at the blackboard in the usual way. The practice at the desk by the class may be motivated by a brief demonstration at the blackboard by a selected group of the best writers in the class. The movement used when making the capital *S* may be directed and stimulated by saying *up round down, swing*. Later a count of 1-2, *S* may be used. Curve the lines well.

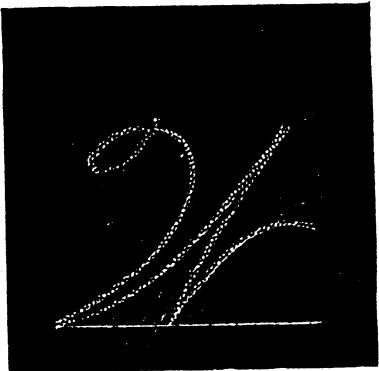
Make the capital *S* a full space high and the small letters a half space high.

S S S S S S S S S S
See me run. See



Write the capital *J* on the blackboard. Emphasize these points: The top is round and the bottom is round; the top is larger than the bottom; the long down stroke is nearly straight; and the lines cross at about the middle of the letter. After writing these models write the names of any of the children in which the *J* is used; also *June, July, or January*.

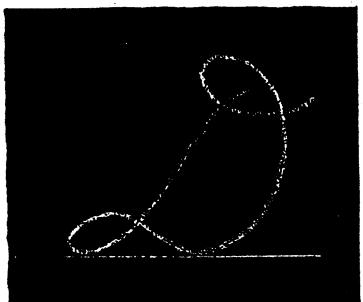
J J J J J J J Ja
James and John



Write the capital *W* on the blackboard. Suit the movement to these words: *down over down, up down up*. Follow the blackboard presentation with desk practice by the class. After a time the count may be changed to *1-2, 3-4*. Make the *W*'s a full space high.

After practicing the model sentence, change the word *write* to *read or run or play or sing*.

W W W W W W W W
We like to write.



Write a large capital *D* on the blackboard. Describe the motion by saying *down around up swing*. Show the children that the *D* touches the bottom line in two places and that the opening in the top is small. A count of *1-2-3-4* may be used later. Make the capital *D* and the small *k* a full space high and the small letters a half space high.

After practicing the model sentence change the word *swim* to the word *quack*.

D D D D D D D D
Ducks swim. D

Practice the combination *en* used in the word *Tent*, the *ra* used in the word *Frank*, the small *k*, and the small *h* as a preparation for writing the model words *Tent*, *Frank*, and *The*.

Compare the stems of the *T* and *F* with the first downward stroke in the capital *D* on page 29. Show with care how the tops of these letters are made. When writing these letters say *down stop, down over*. Make the top close to the stem.

en ra k k h h
 Tent Frank The

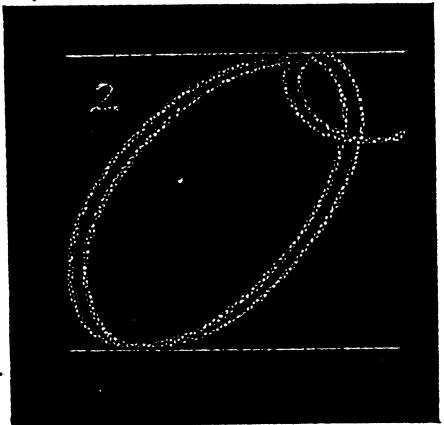
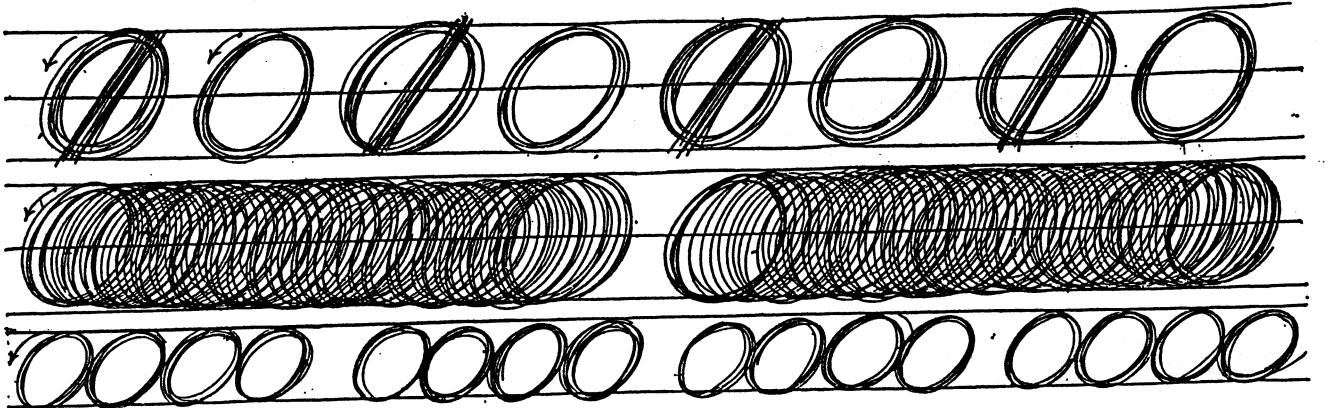
Practice the combinations *bl* and *ac* used in the word *black*, both at the blackboard and on paper, before practicing the model sentence.

Interest may be stimulated by having a few of the children take their books to the blackboard to see how well they can write the sentence. This might serve the poorest writers as a means of encouragement, or it could be a privilege for those who write the best on paper.

bl bl bl ac ac ac
 The ink is black.

PART TWO
GENERAL MOVEMENT EXERCISES

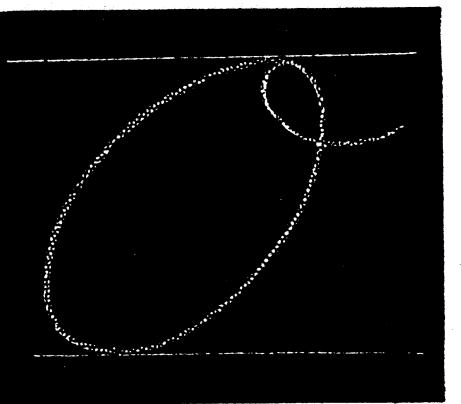
These exercises should be used from time to time as a stimulus to the use of good habits of posture, penholding, and arm movement.



Write a large capital *O* on the black-board. It is big, it is round, it is an *O*. Suit the motion used in making the capital *O* to these words: *big round O*; or it may be made to the phrase *round O swing*. Retrace the *O* to one of these phrases six times and then write the *O*.

A group of children should be sent to the board to trace models made by the teacher and then write one or more *O*'s independently. Select the best *O*'s.

When practicing at the desk, motion over the model *O*'s in the books before writing.



As a review practice the *h*, *l*, *k*, *t*, and the words *hat*, *hill*, and *look*. Follow this by writing the model sentence. Make the capitals and loop letters a full space high and the small letters a half space high. Emphasize the correct spacing between the words. It would be a good plan to have a few children write on the blackboard while the other members of the class write on paper. Variety may be provided by changing the word *book* to *hat* or *pencil*.

h hat hill look
I have a book. I

Write a large *f* on the blackboard. Emphasize these points: *Round top, round bottom, straight back, and join at the line*. Practice writing the word *fine* and the difficult combinations *rg* and *ge* as a preparation for writing the model phrase. When writing on paper make the capital *A*, *f*, and *l* a full space high and the small letters a half space high. The bottoms of *f* and *g* should reach a half space below the base line.

f f f fine rg ge
A fine large fig

Review the *l* and *k* and practice writing the words *like* and *apple*. When making the small *p*, which occurs in the word *apple*, observe that there is a sharp point at the top and a loop at the bottom, and that the oval part is closed.

After practicing the model sentence both at the blackboard and on paper, interest may be stimulated by substituting the word *peach* or *plumb* or *pear* for the word *apple*.

ll k like apple
I like an apple.

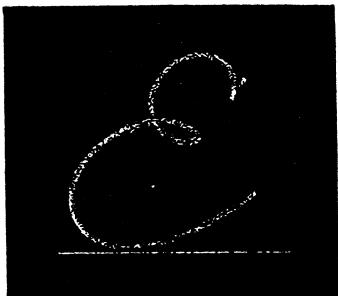
Write the small *g* quite large on the blackboard. Compare the top of the *g* to a small *a* or the top of the figure 9. Make the *g* several times to the phrase *round up, down up*. Have the children write *g*'s in the same manner. Practice the combination *ve*, as used in the word *give*. When writing the word *game* make the top of the *g* and the *a* alike.

g g gg we we we
game egg give
I saw an egg.

Show the children how to make the small *j* by writing it quite large on the blackboard. Compare the letter *j* with the last part of the letter *y* in the word *jay*, also with the first part of *p* in the word *jump*.

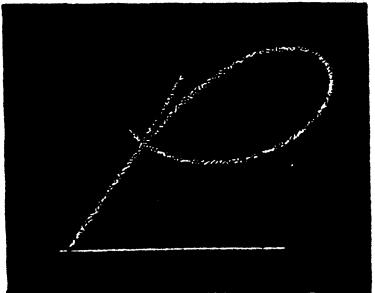
A few of the children should write at the blackboard while the others write on paper. Children writing at the board should take their books with them.

jay jump you
A man jumps.



Write a large capital *E* on the blackboard. Suit the phrase *dot, around around* to the movement used when making the capital *E*. Retrace the letter several times while all say *dot, around around* and repeat. Make the loop at the middle of the letter. Have the children motion over the models in the books before writing. After practicing to the above phrase for a short time count 1, 2-3 for each *E*.

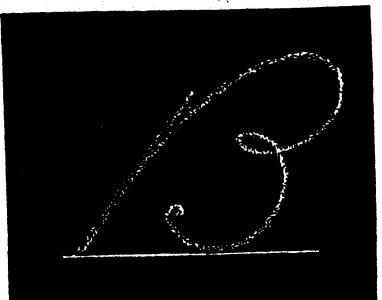
E E E E E E E E E
Ella likes music.



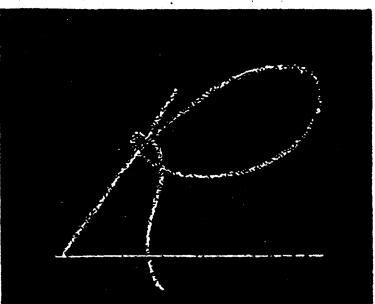
Present the capital *P* at the blackboard in the usual way. Show the children that there is a long, straight down stroke, that you go back up the down stroke, and that you make the top round. Then repeat, as you write the letter, *down up round*.

Present the capital *B* in the same manner, saying *down up round round*.

After some preliminary practice on these letters practice the model sentence. Substitute *buzz* or *work* or *fly* for the word *sting*.



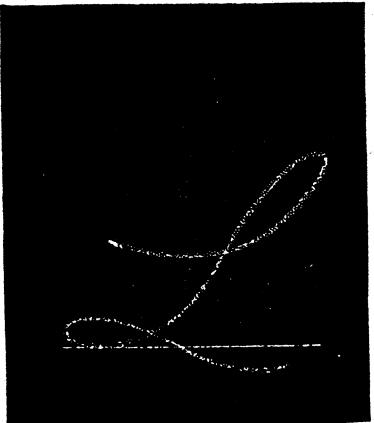
PPP BBBB
Bees can sting.



Present the capital *R* at the board in the usual way. A limited amount of rhythmic practice is always beneficial when teaching a new letter. Compare the *P*, *B*, and *R*. The phrase *down up round down* will describe the form and regulate the movement. Follow a limited amount of blackboard practice with practice at the desk.

The word *red* may be changed to *white* or *yellow*.

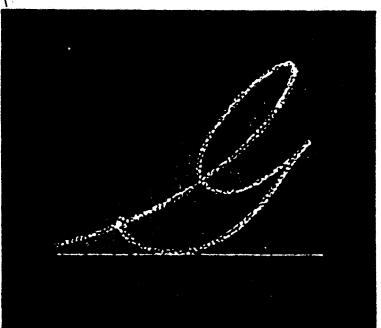
RRRRRRRR
Roses are red. R



Write a large capital *L* on the blackboard. Make all the lines curve well. The down stroke is quite like the down stroke in the capital letter *S*. The lines cross at half the height of the letter. These facts furnish a definite aim in the practice. Use the phrase *swing down swing* while writing the capital *L*.

After practicing the model sentence substitute for the word *read* the word *write* or *sing* or *spell*.

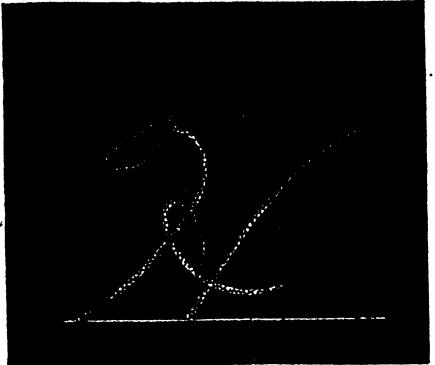
L L L L L L L L
Lillie can read.



After writing a large capital *G* on the blackboard, show the children that in making a good *G* they must swing up, turn at the top, and start around up, stop, and swing back to the first stroke. The rhythm may be regulated by saying *up round, back*. When the children get used to this phrase it may be changed to *1-2, 3*.

After practicing the model words, write the names of children in the class whose names begin with capital *G*.

G G G G G G G G
Georgia Geneva



The first part of the capital *H* is like the first part of capital *M*. It is called *down over down*. The last part of the *H* consists of a down stroke which must be joined to the first stroke by a loop at half its height. The teacher should demonstrate these facts at the blackboard. The complete letter may be made to the phrase *down over down, down loop* or to a count of 1-2, 3-4. Practice writing children's names involving *H*'s and *K*'s.

H H H H H H H
Homer Keenan H

It is a good plan to have children give special attention to difficult combinations of letters before writing the words in which they occur. Even then it is advisable to follow the sentence practice with practice on difficult combinations or words that occur in the sentence. Practice the combinations *ou* and *ur* used in the words *You* and *write*. The combination *ay* may need special attention also.

ou ou ur ur ur
You may write.

Demonstrate the making of the capital *V* at the blackboard. Show that in making it you begin as if you were about to make the capital *H* in the lesson on page 44; then make it nicely rounded at the bottom and finish upward. Use the descriptive phrase *down, over, down up* or *1-2-3* to regulate the movement.

After practicing the model words write other words in which the capital *V* is used. Children who do not do well at the desks should be encouraged to practice at the blackboard. They should often trace models written by the teacher.

V V Vera Very V

Compare the capital *U* with the capital *V*. Show the children that the first parts of these two letters are alike. The downward strokes are almost straight, and both are nicely rounded at the bottom. Indicate the rhythm by saying *down over down up, down up*; or count *1-2-3, 4-5*.

The teacher should make liberal use of the blackboard. Children learn more from demonstration than from explanation.

U Urns Y Yarn

While the capitals presented on this page are not used as frequently as most of the others, children should know how to write them. These capitals are grouped because the initial strokes are alike. They are like the *down-over-down* in the first part of capital *M* and the first part of capital *H*.

Describe these capitals by using the following phrases: capital *Q*, *down over down swing*; capital *X*, *down over down, down up*; capital *Z*, *down over down down up*. The following counts may be used: *Q*, 1-2-3; *X*, 1-2, 3-4; *Z*, 1-2-3.